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ABSTRACT

Intended for use with business and industry personnel, the guide is part of a kit designed to demonstrate how individuals with disabilities and older persons can be assimilated successfully into the labor force. Individual sections of the guide provide information on: (1) purpose of the training kit; (2) people with special needs defined (labels are seen to serve no useful purpose so a functional approach is employed); (3) functions of the training kit (e.g., explain models and strategies a company can use); (4) development of the training kit (cooperation between individuals in the public and private sectors under the guidance of the National Advisory Committee); (5) components of the training kit (a videotape, two audiocassette tapes, four instructional modules concerning training workers, and a resource directory); and (6) use of training materials (e.g. management commitment and a team approach are required). (DB)

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INTRODUCTORY GUIDE

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INTRODUCTORY GUIDE:
HOW TO USE THIS KIT

By
Lois Rood

February 1987

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College of Public Affairs and Community Service
University of Nebraska at Omaha

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Successful Job Matching and
Job Placement Systems for the
Developmentally Disabled and the Older Worker

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Thanks are also expressed to Connie Sutherland who reviewed and edited the scripts for the audio-cassette tapes. We also thank Russell Smith, Director of the Center for Applied Urban Research for his encouragement and support of this project.

Lois Rood
Floyd Waterman

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DEPARTMENT OF HEALTH & HUMAN SERVICES

Office of
Human Development Services

Assistant Secretary
Washington DC 20201

While serving as Commissioner of the Administration on Developmental Disabilities, I had the opportunity to develop an Employment Initiative Campaign for employment of workers with disabilities. I am pleased to say that our campaign goals have not only been achieved, but exceeded. This success is due to the dedicated efforts of Governors' Planning Councils, various government committees and commissions, and, most importantly, employers who share our vision of economic self-sufficiency for all Americans with special needs. We have come a long way; more persons with disabilities are working but we still have far to go.

In the next century, the public and private sectors must work together toward a better transition for people with developmental disabilities from special education programs into the world of adult challenges and opportunities. Work provides not only financial benefits, but therapy; it contributes to self-identification and self-worth and is an economic necessity for most of us. The Employment Initiative offers great challenges and opportunities for developing and implementing creative approaches to this transition.

Researchers at the Center for Applied Urban Research, University of Nebraska at Omaha, found that many myths and stereotypes exist. They found that labels such as "disabled" and "older worker" sometimes create barriers to employment for these workers who have job skills but who also have special needs. Their investigation into the employment programs serving both individuals with disabilities, and older persons, revealed the need for closer cooperation between the public and private sectors. While some employers fear that accommodations will be elaborate or expensive, they are often very simple and inexpensive. Frequently, the employee can identify the best solution to the problem.

A vast and valuable pool of individuals with special needs are available and qualified for work. Although training materials exist to explain how employers can meet legal requirements, few provide specific information about developing partnerships between employers and human service agencies to tap the resources of workers with special needs. These materials will be useful to employers and will foster a job match that creates good business.

Jean K. Elder

Jean K. Elder, Ph.D.
Assistant Secretary
for Human Development Services

Purpose of the Training Kit

Successful Assimilation

This training kit was developed to demonstrate to business and industry personnel how individuals with special needs (individuals with disabilities and older persons) can be assimilated successfully into the labor force.

Affirmative Action

Affirmative action laws have been enacted to eliminate discrimination based on disability or age. Although employers must meet specific federal requirements, current laws do not address the needs of employees with disabilities and older workers.

Communication Needed Between the Public and Private Sectors

Research reveals that business and industry personnel have little information about individuals with special needs. Generally, business executives are unaware of the resources, services, and incentives available to individuals with special needs. Rehabilitation agencies are often unaware of the needs of businesses and of employment opportunities for individuals with

special needs. Because business and government personnel often use different jargon, misunderstandings may result.

This training kit was developed to integrate information about workers with special needs for business and human service personnel. It also outlines the steps that can lead to successful employment for persons with special needs.

Win-Win Approach

It is possible to meet the needs of both the individual and the company. The employee may benefit from increased wages and opportunities, the company's profits may increase, and tax dollars may be saved. Simplicity and cost-effectiveness are built into this system. This training kit will show how the company, the individual, and the taxpayer benefit. This is a win-win approach.

People with Special Needs Defined

Many job applicants are qualified, experienced, and job-ready.

Individuals May Need Support

They do not require special accommodations or supports. However, individuals with special needs have the potential to become long-term, reliable, competent employees if they receive appropriate ongoing support. They may require adaptation or support because they have severe physical or mental limitations that result from a disability or aging.

Creativity, Flexibility, and Problem-solving Are Necessary

Supportive measures include the following: redesigning tasks within a job, altering work schedules, adapting the environment and equipment, and modifying training cycles or methodologies. Many of these measures require little or no cost for employers. Creativity, flexibility, and problem-solving skills are necessary to make the required adjustments or work site accommodations. The employee, employer, and society can achieve long-term benefits as a result.

This training kit is written for employers and employing agencies who want to meet the special needs

Written for Employers and Employing Agencies

of employees and maximize productivity and profits. It informs employers of ways to develop successful programs within their companies.

Labels Serve No Useful Purpose

Frequently, people with special needs are labeled as mentally retarded, physically handicapped, psychiatrically disabled, and elderly. These labels have led to some false assumptions and have, at times, assigned inaccurate characteristics or expectations to individuals.

Labels do not help us to solve problems. They place distance between people and cause stereotyping. Labels do not tell employers about individuals' skills, abilities, interests, desires, knowledge, or social skills. Employers must be aware of individuals' assets to make successful job matches.

A Functional Approach

This training kit employs a functional approach. For example, what are the person's job capabilities? What is a person unable to do in relation to a particular job?

What is required functionally to achieve the desired outcome on a specific job? Does a physical or a mental limitation impede reaching this result? If so, is there a modification, accommodation, or support that can compensate for the limitation so the result can be achieved?

People with special needs vary greatly and may require one or more of the following:

- **Shorter work schedules** because physical stamina is less than other workers.

- **Adapted buildings or equipment** to make them accessible to people who are physically limited.

- **Longer or adapted training cycles** if the person has difficulty understanding instructions because of impaired sight, hearing, speech, or cognitive abilities.

- **Redesigned tasks** within a job.

Special needs can be compensated for in the workplace in many ways. Methods used to maximize worker productivity and company funds include the following: flexing schedules, adapting facilities and equipment, modifying training cycles and methodologies, and redesigning tasks.

Functions of the Training Kit

This training kit will:

- **Help** employers find qualified applicants who have special needs.

- **Help** agencies find appropriate jobs for persons with special needs.

- **Explain** a planning process that can lead to successful employment of individuals with special needs.

- **Explain** the models and strategies that can be used within a company.

- **Demonstrate** how to select a strategy based on the needs of the industry, the individual, and the agency.

- **Provide** examples of how companies have used these models and strategies successfully.

- **Identify** resources and services that may be helpful to employers.

Development of the Training Kit

Public and Private Sectors Developed Kit

This training kit was developed by combining the talents and knowledge of individuals in the public and private sectors. The Center for Applied Urban Research at the University of Nebraska at Omaha coordinated the project. The resources of businesses, industries, labor organizations, rehabilitation and aging agencies, and private consulting firms were used.

National Advisory Committee

This project was conducted under the guidance of a National Advisory Committee consisting of representatives from the public and private sectors. We believe that the content of this training kit is unique. Current information about employment opportunities for individuals with special needs and viewpoints of corporate executives and social service representatives are presented.

Components of the Training Kit

Components

The training kit includes the following components:

Videotape

1. An introductory videotape (color, VHS video cassette), "Job Match: Together for Good Business."

Audio-cassette Tapes

2. Two audio-cassette tapes to accompany the instructional modules:

   Tape 1, Side A--"Workers with Special Needs: An Overview"

Tape 1, Side B--"Building Effective Partnerships: A Win-Win Approach"

Tape 2, Side A--"Accommodating Individual Abilities in the Workplace"

Tape 2, Side B--"Inside and Outside the Corporation: Human Relations Factors"

3. Four instructional modules concerning training workers with special needs:

Four Instructional Modules

Module I--*Workers with Special Needs: An Overview*

Module II--*Building Effective Partnerships: A Win-Win Approach*

Module III--*Accommodating Individual Abilities in the Workplace*

Module IV--*Inside and Outside the Corporation: Human Relations Factors*

Resource Directory

4. A resource directory, *Business Practices and Resources.*

Use of the Training Materials

Management Commitment Is Required

Successful employment of persons with special needs requires the commitment of top company managers. These materials are designed for use by company managers, particularly personnel managers, but may be useful to representatives of business, labor, and human service agencies who work in partnership or cooperation with companies.

Materials Should Be Reviewed

Initially, these materials should be reviewed by the company's top managers, the personnel director, the affirmative action representative, and the training director. The personnel or training director should then determine the best use of the materials within the company.

A team that includes all relevant personnel should be selected for training. The company's president; affirmative action representative;

A Team Approach Is Required

the personnel, training, and public relations directors; production supervisors; and personnel from the company's safety department are possible members. Rehabilitation and industrial engineers may also be included. (Job developers, job placement specialists, and contract procurement personnel from community employment and vocational training agencies may also be included on the team.)

Videotape

The first part of the training kit is the videotape, "Job Match: Together for Good Business." The main purpose of this videotape is to heighten awareness about the special needs of persons with disabilities and older workers. The videotape, designed for a general audience, can be used by the management team and all company employees as part of an awareness campaign.

Audio-cassette Tapes

Two audio-cassette tapes are included in the training kit. Each lecture is designed for specific departments within the organization and provides an overview of each

topic. The purpose of the tapes is to encourage listeners to read the modules and to obtain more detailed information.

Tapes Relate to Instructional Modules

Tape 1, Side A, "Workers with Special Needs: An Overview," presents general information about persons with special needs. Definitions, laws, needs, and issues are presented. Each team member should listen to this tape.

Tape 1, Side B, "Building Effective Partnerships: A Win-Win Approach," demonstrates how business, labor, and human service agencies can work together and successfully employ people with special needs. Each team member should listen to this tape too.

Tape 2, Side A, "Accommodating Individual Abilities in the Workplace," is directed toward the personnel and training directors, production supervisors, job coaches, and industrial engineers. It provides information on accommodating special needs in the workplace.

Tape 2, Side B, "Inside and Outside the Corporation: Human Relations Factors," is designed specifically for public relations personnel and top managers. It provides information on improving company image and employee morale by successfully hiring and retaining workers with special needs.

Instructional Modules

The training kit includes four instructional modules with the same titles as the audio-cassette tapes. Although the instructional modules are designed for the same audience as the tapes, they contain more detailed information and list resources that can help business and industry personnel to employ persons with special needs.

Some chapters in the modules are designed specifically for employers, while others are designed for representatives of human service agencies. Chapters intended for a specific audience are indexed along the right-hand margin. We suggest that the people on the

management team who will be responsible for implementing specific parts of the program study the appropriate sections of the modules.

Resource Directory

A national resource directory, *Business Practices and Resources*, is also included. The successful employment experiences of businesses and human service agencies with workers with special needs are presented. Many organizations have demonstrated innovation and flexibility by designing specific supports for workers with special needs. These supports meet the personal needs of individuals as well as the requirements of businesses and industries.

Additional resources, such as government agencies, publications, and advocacy organizations are also listed. This directory may be used by all members of the team, but top managers, personnel directors, and affirmative action representatives will find it especially useful.

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Used by Permission of Hillsound Music

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